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ABSTRACT

The general goal of this guide is to add a new dimension to the junior high school curriculum in French and Spanish. It is planned as a guide for the implementation of lessons to make students aware that knowledge of a foreign language plays an increasingly important role in many occupations. Three programs were developed around three clusters of careers - communications, services and marketing. The purpose of each program is to present the varying degrees of foreign language knowledge needed in each job, and to provide students with first-hand experience in observing people at work. Each objective is presented as follows: curriculum concept, objective, activities, evaluation and resources. A test on the exploration of career opportunities was devised to be administered before program one and after program three to evaluate the curriculum's effectiveness. Detailed program activities, presentation methods, materials and job opportunities lists are included. Suggestions for field trips, notes on a background information packet, and a bibliography are appended. (CHK)

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CAREER AWARENESS AND FOREIGN LANGUAGES

An Addition to the Junior High School Curriculum in French and Spanish

Uniondale Union Free School District
Uniondale, New York

E.S.E.A. Title III Summer 1973
Revision 1974
Foreign Language

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREIGN LANGUAGE

INTRODUCTION

The general goal of this report is to add a new dimension to the Junior High School Curriculum in French and Spanish. It is hoped that this program will serve as a beacon for the implementation of lessons aimed at bringing to the students an awareness that a knowledge of a foreign language plays an increasingly important role in the world of work.

Our present foreign language curriculum in the Junior High School is composed of three broad unit groupings - Level I, II, and III. This basic division has been maintained in our addition to the curriculum, and three programs have been, or are in the process of being, developed around three different clusters of careers - communications, services, and marketing. The order of presentation is based upon the increasing complexity of the fields studied.

This manual deals only with the first program - communications. This program is designed to be coextensive in time with Level I. Programs two and three will follow in due course.

Each program has been divided into several objectives. The purpose has been to present the varying degree of knowledge of a foreign language needed in the job studied, and also to provide the students with first-hand experience in observing people at work.

Each objective has been presented in a standard format. First, a curriculum concept is presented; second, the objective; third, activities; fourth, evaluation; and fifth, resources.

To evaluate the effectiveness of the program, an Exploration of Career Opportunities test has been devised to be administered both as a pre-test at the start of program one and as a post-test at the end of program three.

It is hoped that this addition to the curriculum will serve as a stimulus to teachers and students to go beyond the scope of this program for further development of career awareness.

Dr. Ida Nelson
Mrs. Paula Wangerin
David Kinzler

Program 1

Unit 1

Curriculum Concepts:

To introduce the student to the areas of the world where French or Spanish is spoken.

Objectives:

Given a map of the world, the student will indicate 5 areas where French or Spanish is spoken as an official language.

Activities:

The teacher will present the geographical distribution of areas where French or Spanish is spoken throughout the world.

1. Give student a ditto sheet of blank world map with names of countries listed on side. Teacher using same map on overhead projector will locate with students the countries listed. Draw lines from name to country.

2. Ask student:

   a. Do you know anyone from any of these areas?
      If so, what languages does he speak?
   b. Do you know of any products that come from these areas?
   c. How do we communicate with people from these areas who do not speak English?

      1. From here.
      2. When you visit.

3. Distribute ditto, with the activity listed below to each student. Student is to keep ditto and completed project in his Student Career folder.

a. Color map to show where French or Spanish is:

1. the official language.
2. one of the official languages.
3. widely used.

Establish color key with students.

4. Extra Credit:

1. Student committees to make large copies of colored may for putting on wall.

Evaluation:

Note on a map from memory, 5 countries where French (Spanish) is spoken as an official language.

Resources:

1. French Level II book. F 1 & 2 (after p. 214)
2. Overhead projector
3. World map transparency
4. Dittos of blank world map for student
5. Dittos of world map with countries listed
6. Folders issued to students to contain all career-related materials, to be kept in classroom under student's name.

Unit 2

Curriculum Concept:

To enable the student to recognize that there is a world of work involving Foreign Language.

Objectives:

The students will be able to list from memory 3 careers of which they have become aware in the fields of:

(a) Communication
(b) Service
(c) Marketing

Activities:

1. Write the headings on board: Communication, Service, Marketing. Explain terms to students.

   Ask student:

   a. What are the different jobs that your friends and relatives have?
   b. Under which category would each job appear?
   c. How many jobs can you name in which a Foreign Language is required or helpful. (list on board)
   d. Under which heading does each job fall - relist under proper heading.

2. Suggest other jobs not mentioned and ask students to list and categorize them.

3. Distribute M.A.S.H. 1,2,3 (Materials and Activities for Student Help)

Evaluation:

List from memory 3 careers in each of the following fields: Communication, Service, Marketing.

Resources:

1. M.A.S.H. 1, 2, & 3 materials
2. Relatives and friends.

M.A.S.H.
(1)

A. List of major areas in which U.S. firms seek employees who have a knowledge of a Foreign Language.

1. International Business Administration
2. Engineering
3. Finance
4. Marketing
5. Statistics and Computer Science
6. Advertising
7. Political Science
8. Civil Engingering
9. Law

B. Sampling of careers in the field of Communication:

1. United Nations
   a. interpreter
   b. translator
   c. secretary, stenographer, typist
2. Pan American Unions
3. Foreign Service
4. Travel Agency
   a. tour guide
5. Journalism
   a. correspondent
   b. researcher
   c. reporter
6. Publishing and Editing
7. Broadcaster
   a. announcer
   b. writer
8. Librarian
9. Science Information and Research Specialist
   a. National Aeronautics and Space Administration
   b. Bureau of Standards of the United States Government

M.A.S.H.
(2)

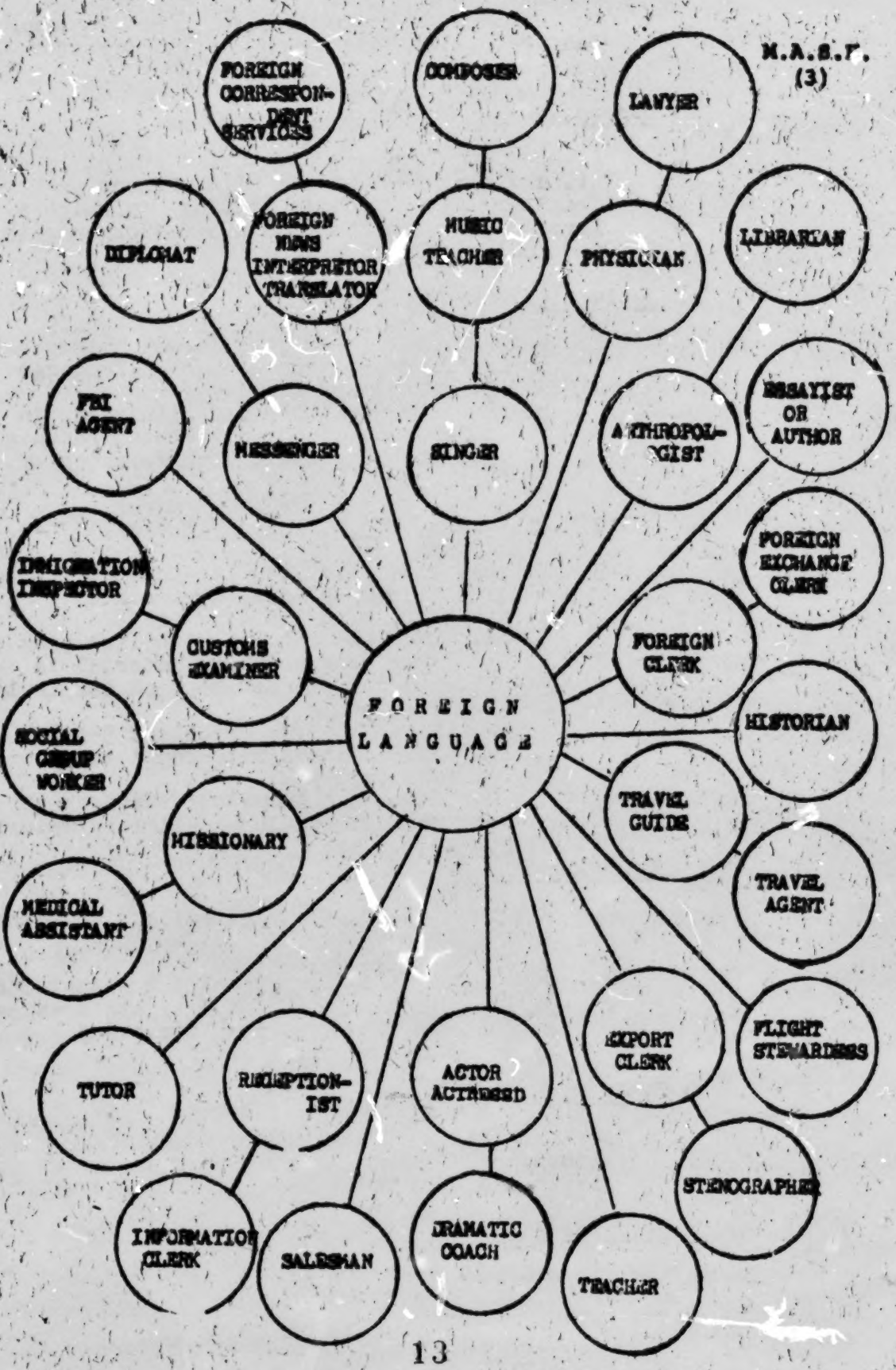
C. Careers in the field of Services
   1. Teaching
   2. Airlines
   3. Hotel Management
   4. Secretaries
   5. Social Worker
   6. Personal Service

D. Careers in the field of Marketing:
   1. Export-Import
   2. Banking and Investing
   3. Couture
   4. Arts and Crafts
   5. Foreign Market Analyst

E. Most important employers requiring Foreign Language are:

   1. United Nations
   2. UNESCO
   3. Department of Defense
   4. Peace Corps
   5. United States Department of State
   6. National Security Agency
   7. Pan American Union-Division of Education
   8. United States Information Agency
   9. Public Schools
   10. Immigration Service
   11. Colleges and Universities
   12. Inter-American Schools Service
   13. Agency of International Development
   14. Overseas Airlines
   15. International Banking
   16. International Marketing

M.A.S.F.
(3)


FOREIGN LANGUAGE
FOREIGN CORRESPONDENT SERVICES
COMPOSER
LAWYER
DIPLOMAT
FOREIGN NEWS INTERPRETOR TRANSLATOR
MUSIC TEACHER
PHYSICIAN
LIBRARIAN
FBI AGENT
MESSENGER
SINGER
ANTHROPOLOGIST
ESSAYIST OR AUTHOR
IMMIGRATION INSPECTOR
FOREIGN EXCHANGE CLERK
CUSTOMS EXAMINER
FOREIGN CLERK
SOCIAL GROUP WORKER
HISTORIAN
TRAVEL GUIDE
MISSIONARY
TRAVEL AGENT
MEDICAL ASSISTANT
EXPORT CLERK
FLIGHT STEWARDESS
TUTOR
RECEPTIONIST
ACTOR ACTRESS
STENOGRAPHER
INFORMATION CLERK
SALESMAN
DRAMATIC COACH
TEACHER

Curriculum Concept

To enable student to understand how Foreign Language skills can be an important factor in furthering a career.

Objectives:

After doing research and participating in class discussions, the student will present an imaginary situation, in writing, in which a Foreign Language will enhance performance in a particular job.

Activities:

1. Have students name jobs in which they see no apparent need for a Foreign Language.
   a. List on board
   b. Have students explore situations in which a knowledge of Foreign Language may help improve the performance of such jobs.

2. Distribute M.A.S.H. 4

3. Establish familiarity with the D.O.T. and other career materials, e.g. S.R.A.
   a. Take class to library.
      1. Make appointment with librarian to show student where material is located and how to find particular items.
      2. From M.A.S.H. 4, select 5 jobs.
      3. Divide class into committees, one for each job.
      4. Have each committee research that job description in library materials.

Extra Credit:

1. Act out the imaginary situations contained in the Evaluation.

2. Form committees to present the situations in booklet form, with appropriate drawings or illustrations, to be dittoed and distributed to entire class.

Evaluation:

Each student will present an imaginary situation in writing, in which there is an unexpected need for a Foreign Language still.

Resources:

1. D.O.T. (in library)
2. S.R.A. (in library)
3. M.A.S.H. 4
4. Dittos, drawing paper and supplies.
5. Library
6. Librarian

M.A.S.H. (4)

Sampling of Work Opportunities

Advanced Hairstyling
Agricultural & Indus. Equip. Repair Foreign parts
Aircraft Maintenance
Aircraft & Mechanical Services
Animal Care (Small Animals)
Animal Care (Care & Training of Horses & Other Large Animals)
Architectural Drafting
Auto Body Repair
Automatic Heating
Automotive Mechanics
Automotive Transmissions
Baking
Banking Operations
Barber/Beauty Shop Management
Building Mechanics
Carpentry
Child Care Services
Classical Cuisine and Catering
Clothing Construction
Clothing Services
Commercial Art
Commercial Food Preparation
Commercial Photography
Computer Operations & Programming
Conservation Services
Cosmetology
Data Processing Operations
Dental Assistance
Diagnostic Tune-up & Emission Control
Diesel Engine Mechanics
Fashion Design
Floral Design
Food Services
Graphic Services
Health Careers
Health Services
Heavy Duty Truck Service
Hospital Equipment Repair
Hotel & Motel Management
Industrial Electronics
Inhalation Therapy
Machine Trades
Major Appliance Repair
Marine Maintenance
Masonry/Bricklaying
Medical Assistance
Medical Laboratory Assistance
Men's Hairstyling (Barbering)
Metal & Machine Shop Services
Metal Fabrication
Office Machine Repair and Service
Office Services
Offset Printing (Lithograp
Optical Mechanics
Ornamental Horticulture
Printing and Decorating
Parts Counterman
Plumbing
Practical Nursing
Radio and Television Services
Refrigeration and Air Conditioning
Retail Business Management
Service Station Management
Small Engine Repair
Technical Electronics
Trade Drafting
Trade Electricity
Transportation Customer Service
Upholstery & Furniture Repair
Vending Machine Repair
Welding

Unit 4

Curriculum Concept:

To introduce students to career areas in the field of communications, directly involving Foreign Language.

To have student understand how Foreign Languages are used by workers in the U.N.

Objectives:

Given a film and a field trip, the student will list, from memory, five occupations found in the U.N. that require the use of a Foreign Language.

Activities:

1. A film on U.N. will be secured from Nassau Library.
   a. Show film
   b. Ask Students:
      1. What are the various jobs you saw performed in the film?
      2. List the job on chalk board.
      3. Write the job titles in notebook.
      4. Discuss various occupations portrayed in film.

2. A field trip to U.N. will be organized.
   a. Make an appointment with a Representative of a Foreign Country.
   b. Request an organized visit that would present various U.N. careers involving Foreign Language.

3. After the trip, in the classroom, teacher will ask:
   a. Were there any jobs at the U.N. which were not shown in the film on U.N.?
   b. List on board.
   c. Record those jobs in your M.A.S.H. file
   d. Discussion of jobs.

Extra Credit.

1. A student or a committee will present a mock visit to the U.N., with interviews with different people working at U.N.

2. Research one job, connected with U.N., in the library.

3. Research one job connected with the following branches of the government - Foreign Affairs, Immigration, U.S. Information Agencies, Agency for International Development, Bureau of Foreign Affairs.

See M.A.S.H. 5

Evaluation:

List from memory 5 occupations connected with the U.N. that directly involve Foreign Language.

Resources:

1. Nassau Library for film on U.N.
2. U.N.
3. U.N. Foreign Representative
4. Library file and librarian
5. M.A.S.H. 5

Government Jobs

M.A.S.H. 5

A. Jobs in the Federal Government directly involving a foreign language:

1. Translators
2. Interpreters
3. Immigration Patrol Inspectors
4. Research and Scientific Information Specialist

B. Federal Agencies that require a direct knowledge of a foreign language:

1. Foreign Affairs
2. Agency for International Development

Unit 5

Curriculum Concept:

To introduce student to career areas in the field of communication, in which a Foreign Language is helpful and useful.

Objectives:

Given five career areas in the field of communication, the student will be able to evaluate them as to the degree of mastery of the different Foreign Language skills required.

Activities:

1. Distribute M.A.S.H. 6

2. Explain rating system used in M.A.S.H. 6.

   As an example, give the names of 3 occupations taken from the field of communications and, together with the students, rate them on the form.

   Examples of career in the field of communications in which a knowledge of Foreign Language is helpful or useful.

   1. Airlines: Reservation sales clerk
      Transportation agent
      Management personnel

   2. Broadcast: Operation representative
      Traveling auditor
      Correspondent
      Journalist

   3. Publishing: Editor
      Copywriter
      Copyreader
      Researcher
      Foreign correspondent

   4. Travel: Travel representative

3. Discuss the ten other occupations in the field of communications in which the knowledge of a Foreign Language is helpful and useful.

   a. Ask students to rate them orally.
   b. Write on board. Students will copy on M.A.S.H. 6.

Extra Credit:

The student will write a newspaper article about a current event (actual or imaginary), in France or in a Spanish-speaking country, which would require a knowledge of the foreign culture to interpret correctly the event to the American public.

Example: robbery or a concierge;
job hunting during a siesta

Evaluation:

List from memory five careers in the field of communication and rate them according to the degree of mastery of Foreign Language skills needed. Do this on a new, blank M.A.S.H. 6.

Resources:

1. M.A.S.H. 6
2. Background material
3. Various newspapers and magazines

Foreign Language Career Evaluation Form M.A.S.H. 6

Using the following rating scale, list a number of careers and specify the demand of mastery of a Foreign Language needed in the areas of culture, understanding, speaking, reading and writing by placing in each column the appropriate number.

RATING SCALE: 1. almost native ability 2. good 3. fair 4. poor

CAREER	CULTURE	UNDERSTANDING	SPEAKING	READING	WRITING

Unit 6

Curriculum Concept:

To acquaint the student with a basic outline of the requirements of a given occupation in the field of communication, involving Foreign Language.

Objectives:

The student will list the requirements for a job and write an effective want-ad, based on those requirements.

Activities:

1. Have students bring in a want-ad page from a newspaper in which Foreign Language is requested.

2. Conduct discussion with class to analyze job opportunities in the following manner.

   Select one career in the field of communications.
   a. Distribute M.A.S.H. form 7
   b. Teacher should select one career, possibly one from his own past careers, and analyze it on the following points:
      1. Name of occupation
      2. Nature of the career
      3. Qualifications and preparation
      4. Extent of knowledge of a Foreign Language needed
      5. Methods of entering career
      6. Career advancement possibilities
      7. Employment outlook
      8. Earnings
      9. Working conditions
      10. Social factors
      11. Additional information

   c. Provide the student with the Investigation of Occupation Form and have them complete it for a specific career.

3. a. Present a filmstrip on an Interview for a Career from BOCES.
   b. "Your Job - Applying For It"
   c. "Job Interview - Whom Would You Hire"

4. a. Have the students select an ad.
   b. Attach ad to M.A.S.H. 7
   c. Fill out M.A.S.H. 7 with the help of following materials:
      1. In the library, the Occupational Outlook Handbook, the Dictionary of Occupational Titles, and various books and pamphlets.
      2. Talks with a guidance counselor
      3. Outside research (e.g. talks with parents and friends)

Extra Credit:

Have students form committees to act out a mock interview for a job in communications, involving Foreign Language skills.

Evaluation:

With the help of M.A.S.H. 7 the student will list the requirements for a selected job and will write an appropriate want-ad for it.

Resources:

1. M.A.S.H. 7
2. Library & librarian
3. Guidance Counselor
4. Community
5. BOCES Films:
   1. "Your Job - Applying For It"
   2. "Job Interview: Whom Would You Like To Hire"
6. Newspapers

M.A.S.H. 7

INVESTIGATION OF OCCUPATION FORM

1. Name of occupation _____
2. Job title _____
3. Exactly what does person do? _____
4. What education is required? _____
5. What degree of knowledge of a Foreign Language is required? _____
6. What qualification, other than educational, are necessary? _____
   A. Physical _____
   B. Mental _____
   C. Aptitude of personality _____
7. What are working conditions and hours? _____
   _____
8. What type of equipment is required? _____
   _____
9. In what kind of business is this job found? _____
   _____
10. What are the opportunities for advancement? _____
    _____
11. In what geographical location is this job found? ___
    _____
12. Where is further information available? _____
    _____
13. Additional comments _____
    _____

Unit 7

Curriculum Concept:

To provide an opportunity for the student to observe people at work in the communications field.

Objectives:

To observe people at work in a job involving some degree of Foreign Language in the journalistic field.
To evaluate the degree of Foreign Language skill needed in such a job.

Activities:

A. The teacher and student will explore the kinds of jobs in the journalistic field which involve some degree of Foreign Language skill.

1. Point-out various types of publications in journalistic field, e.g. newspapers, magazines, T.V., and radio.
2. The student will research the following careers in the journalistic field in which knowledge of a Foreign Language would be useful:
   1. Editor
   2. Copywriter
   3. Copyreader
   4. Researcher
   5. Translator

B. A field trip will be organized to provide an opportunity for the students to observe people at work in the journalistic field. A suggested field trip would be The New York Times, 229 West 43rd Street, New York, N.Y. (212) 556-1234 extension 1310, or El Diario - La Prensa, 181 Hudson Street, New York, N.Y., Mr. H. Solowey, (212) 966-3400.

C. Arrange, if possible, to have a guest speaker connected with the journalistic field.

Extra Credit:

Have students go in groups after school to various businesses in the area which employ people whose work involves knowledge of a Foreign Language. Suggested places are the Carl Ehmer Shop in Hempstead and the Takashimaya Department Store on Old Country Road. The students can submit a report and, if possible, conduct an interview with the person at work.

Evaluation:

Have the students prepare an oral report on one job they observed. This will include observations of the basic skills needed for the job, as well as an evaluation of the degree of knowledge of a Foreign Language needed.

Resources:

1. Library and Librarian
2. Directory of Newspapers and Periodicals (1965)
3. The N.Y. Times, El Diario - La Prensa
4. Community Businesses
5. Television and Radio Stations
6. Community Guest Speaker

Unit 8

Curriculum Concept:

To understand the problems pertaining to jobs in the communication field.

Objectives:

To provide the student an experience in trying out a job in the communication field.

Activities:

1. The student will plan with the help of the teacher a short radio news program.
   a. Include items of current events and school happenings pertaining to Foreign Language.
   b. This program should lend itself to broadcast within the school.
      e.g. Every day during Foreign Language Week.
   c. This program, written, edited, and presented by the students, could be called the French or Spanish Voice of the individual school.

2. a. The student with the help of the teacher will make short T.V. commercials for imported projects, such as French perfumes or cheese, or Spanish wines, etc.
   b. This program could also be a parody of existing T.V. commercials.

3. The student acting as travel agents will plan a trip to France and/or Spain.
   a. Obtain travel agency materials on France, Spain, Central & South America, Caribbean countries.
   b. Plan different means of transportation for going abroad.
   c. Compute travel distances, converting kilometers into miles.
   d. Investigate stops at different hotels based on prices and services offered.
   e. Plan sight-seeing trips.

Extra Credit:

1. Student will research, plan and present a folder on a two-week trip covering 5 cities.

2. Tape an interview with the travel agent. (See M.A.S.H. 8).

Evaluation:

The student will show proficiency in one of the three jobs presented in the activities section, by actively participating in activity 1,2 or 3.

Resources:

1. Library and librarian
2. Travel agencies
3. M.A.S.H. 8
4. Audio-Visual department
5. Travel leaflets in library
6. Radio & T.V. commercials
7. P.A. announcements

M.A.S.H. 8

TRAVEL BUREAUS

Friendship Travel Service, Inc.
1914 Hempstead Turnpike
East Meadow, New York 11554 Telephone: 538-6262

Cruise Center
Roosevelt Field
Garden City, New York 11530 Telephone: 248-0420

Elm Travel Service
680B Front Street
Hempstead, New York 11550 Telephone: 486-2833

Executravel Ltd.
Roosevelt Field Heliport
Garden City, New York 11530 Telephone: 746-1131

Gulliver's Travel Agency
Roosevelt Field
Garden City, New York 11530 Telephone: 747-8771

American Express Travel Service
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Garden City, New York 11530 Telephone: 747-4000

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Hempstead Travel Bureau
75 Washington Street
Hempstead, New York 11550 Telephone: 483-7672

Unit 9

Curriculum Concept:

To understand the utility of advanced knowledge of a Foreign Language in the field of public service.

Objectives:

Revealing an awareness of jobs and responsibilities in Foreign Service work, the student will list five occupations found in a consulate or other branch of public services and will describe, in an essay, how Foreign Service workers use Foreign Language.

Activities:

1. Organize and conduct a trip to a consulate (see list of Consulates attached). Prepare the students for the trip by having them make a list of items to observe and discover. The list may include such items as:

   a. The general atmosphere and working conditions at the consulate.
   b. The occupation of people at the consulate.
   c. The duties and responsibilities of workers at the consulate.
   d. The uses made of Foreign Languages by workers at the consulate.
   e. The requirements for entering the occupation of worker at the consulate.
   f. The social and economic rewards associated with jobs at the consulate.

2. Conduct a class discussion to allow students to share and discuss the information they got from the consulate. The discussion should center around the points from Activity 1.

3. If possible, arrange for a visit by a representative of the consulate, or by other public service representatives to visit the school. The person should be asked to discuss foreign service jobs, including as many of the points from Activity 1 as possible.

4. Divide the class into committees and have each committee prepare a report on one foreign service career. The points from Activity 1 can guide the research.

5. Conduct a reporting session to allow research committees to share and discuss the reports.

Evaluation:

Have students complete M.A.S.H. 9.

RESOURCES:

1. Library and Librarian
2. Foreign Consulates
3. List of Foreign Consulates
4. U. S. Armed Services
5. Background Information Packet
6. Guest Speaker
7. M.A.S.H. 9

Directions: Complete the following items:

1. List five occupations found at a consulate, or other branch of public service.

   a.

   b.

   c.

   d.

   e.

2. Describe how foreign services workers use Foreign Language.

   _____

   _____

   _____

   _____

   _____

   _____

3. Did you discover a foreign service job that may interest you as a career? What was it? Why does it interest you?

   _____

   _____

   _____

   _____

   _____

   _____

ALGERIA - Embassy of the Democratic Republic of People of Algeria
2310 California St.
N.W. Washington, D.C. 20036

AMERICAN REPUBLICS - Organization of American States
Washington 6, D.C.

ARAB REPUBLIC - Consulate General of the United Arab Republic
665 Madison Avenue
New York, N.Y.

ARGENTINA - Argentine General Consulate
12 West 56th Street
New York 19, N.Y.

Argentine-American Chamber of Commerce, Inc.
11 Broadway
New York 4, N.Y.

BELGIUM - Belgian Government Information Center
50 Rockefeller Pl.,
New York 20, N.Y.

Belgian Consulate General
50 Rockefeller Pl.,
New York 20, N.Y.

Belgian Chamber of Commerce in the U.S., Inc.
50 Rockefeller Pl.
New York 20, N.Y.

CAMBODIA - Embassy of Cambodia
4500 16th Street
Washington 11, D.C.

CAMEROON - Embassy of the Federal Republic of Cameroon
5420 Colorado Ave.
N.W. Washington, D.C.

CANADA - See also specific provinces
Information Branch
Department of Trade and Commerce
Ottawa, Ont.

(Genl. & Comm. Inf.)
Information Office
Canadian Consulate General
680 Fifth Ave.
New York 19, N.Y.

Dominion Bureau of Statistics
Information Services Division
Ottawa, Canada

Canadian Imperial Bank of Commerce
Toronto 1, Canada

Bank of Montreal
2 Wall Street
New York, N.Y.

Canadian Government Travel Bureau
Ottawa, Ont. or
680 Fifth Ave.
New York 19, N.Y.

CARIBBEAN AREA - Caribbean Tourist Association
20 East 46th Street
New York, N.Y.

CEYLON - Embassy of Ceylon
2148 Wyoming Ave.
Washington 8, D.C.

CHAD - Embassy of the Republic of Chad
1132 New Hampshire Ave.
N.W. Washington, D.C.

CHILE - Consulate General of Chile
61 Broadway
New York, N.Y.

Chile-American Association
149 Broadway
New York, N.Y.

COLOMBIA - Consulate General of Colombia
444 Madison Ave.
New York 17, N.Y.

Columbian-American Chamber of Commerce Inc.
160 Broadway
New York, N.Y.

Columbia National Tourist Board
608 Fifth Ave.
New York, N.Y.

CONGO - Embassy of the Republic of the Congo
(Leopoldville)
4800 16th St.
N.W. Washington, D.C.

Embassy of the Republic of Congo (Brazzaville)
4800 16th St.
N.W. Washington, D.C.

COSTA RICA - Consulate General of Costa Rica
420 Lexington Ave.
New York 17, N.Y.

DOMINICAN REPUBLIC - Consulate General of the Dominan Republic
1270 Sixth Ave.
New York, N.Y.

Dominican Chamber of Commerce of the U.S., Inc.
1260 Sixth Ave.,
New York, N.Y.

FRANCE - French Embassy, Press & Information Div.
972 Fifth Ave.
New York, N.Y.

Consulate General of France
934 Fifth Ave.
New York, N.Y.

GHANA - Consulate General of Ghana
565 Fifth Ave.
New York, N.Y.

GUINEE - Embassy of the Republic of Guinea
2112 Leroy Pl.
Washington 8, D.C.

HAITI - Consulate General of Haiti
60 East 42nd St.
New York, N.Y.

LAOS - Embassy of Laos
2222 S. Street
Washington 8, D.C.

MEXICO - Consulate General of Mexico
8 East 41st Street
New York, N.Y.

Mexican Chamber of Commerce of U.S. Inc.
60 Wall St.
New York 5, N.Y.

NIGERIA - Embassy of Nigeria
500 Dupont Circle Blvd.
1346 Connecticut Ave.
Washington, D.C.

PANAMA - Consulate General of Panama
1270 Sixth Ave.
New York 19, N.Y.

PUERTO RICO - Office of the Commonwealth of Puerto Rico
2210 R St.
Washington, D.C.

SPAIN - Consulate General of Spain
515 Madison Ave.
New York 22, N.Y.

Spanish Government Commercial Office
527 Madison Ave.
New York, N.Y.

SUDAN - Embassy of Sudan
2346 Massachusetts Ave.
N.W. Washington, D.C. 20007

SWITZERLAND - Consulate General of Switzerland
444 Madison Ave.
New York 17, N.Y.

Swiss National Tourist Office
10 West 49th St.
New York 19, N.Y.

TUNISIA - Embassy of Tunisia
2408 Massachusetts Ave.
Washington 8, D.C.

Tunisian Trade & Tourist Office
543 Madison Ave.
New York, N.Y.

VENEZUELA - Consulate General of Venezuela
600 Fifth Ave.
New York, N.Y.

Venezuelan Chamber of Commerce of the U.S.Inc.
233 Broadway
New York, N.Y.

Viet-Nam - Embassy of Viet-Nam
2251 R Street
Washington, D.C.

Unit 10

Curriculum Concept:

To acquaint the student with the facilities and need for further academic preparation in Foreign Language, for careers in the communication field.

Objectives:

To show his acquaintance with the factors involved, the student will be able to complete M.A.S.H. 10, the Occupational Perspective Form, on a career of his choice.

Activities:

1. Request one of the school's guidance counselors to talk to the class about colleges, catalogues, and how to use them.

2. Distribute M.A.S.H. 10. Teacher and student will fill out this form based on a career as teacher of a Foreign Language in secondary schools.

3. The teacher will arrange for a guided visit through Hofstra University campus with special emphasis given to the Language Department facilities.

Extra Credit:

The student will research the possibilities for getting financial help in the form of scholarships, awards, etc. available to students expert in a Foreign Language.

Evaluation:

The student will complete the M.A.S.H. 10 form on a career of his choice, other than a teaching career.

Resources:

1. Library & librarian
2. M.A.S.H. 10
3. Guidance Department
4. Hofstra University, Dean of Students' Office 560-3221 (Ambassador Program)
5. B.I.P.
6. Other places for Foreign Language preparation
7. French Institute
8. Alliance Francaise
9. Latin American Institute
10. Hispanic Society

M.A.S.H. 10

OCCUPATIONAL PERSPECTIVE FORM

_____
Job Title

DOT Code_____
Date_____

Job Duties A) Define job-_____

B) Duties-_____

Work Environment A) Location:
B) Work with: ___people ___things ___data
C) Travel ___
D) Other. Specify: _____

Earnings & Hours
Average Salary _____
Maximum Salary _____
Minimum Salary _____
Education Differential _____
Language Differential _____
Location Differential: New York City ___
Nassau/Suffolk ___
Hours per week _____
Seasonal or All-year _____
Overtime possibility _____
Contract basis _____

Education and Other Requirements

A.
1. _____ Vocational School
2. _____ High School or Equivalency
3. _____ College B.A. or B.S.
4. _____ Master's Degree
5. _____ Junior College
6. _____ Be 18 years old
7. _____ Be a U.S. citizen
8. _____ Apprentice

B. Helpful High School Courses:
1. _____
2. _____
3. _____
4. _____

Location of Jobs

The places that employ in this field are:
Armed Forces _____
Libraries _____
State Department _____
Other. Specify: _____

Schools

Schools which prepare you for this occupation are:

_____
_____
_____
_____

Related Occupations

Other jobs for which you will be qualified if you choose this career are:
1. _____
2. _____
3. _____

Future Demands

Will this position still be in demand within the next tex years? _____

Advancement Opportunities

You will be able to advance to:

1 _____
2 _____
3 _____
4 _____

Aptitudes

You should know:

1. _____ math
2. _____ foreign language
3. _____ how to handle tools
4. _____ research
5. _____ secretarial skills
6. _____ journalistic skills
7. _____
8. _____
9. _____
10. _____

Interests & Temperament

You should like:

_____ people
_____ responsibility
_____ tools
_____ data
_____ solving problems
_____ work under pressure
_____ Others. Specify: _____

PROGRAM II

Unit 11

OBJECTIVE: To review for the student the world of work in the field of communication.

I **Activities**

A. The teacher will discuss with the students the photographs in the section entitled "People at Work: in the level one A-LM textbook in French and Spanish (pp. G10-11 in French, pp. G12-13 in Spanish). The student will be asked to classify the jobs presented in the pictures under the headings of communications, services, and marketing.

B. The teacher will divide the students who have participated in Program I into nine groups. Each group will be given a time allotment for presentation to the class of the information they have gathered in their career folders dealing with one of the nine following areas in the field of communication:

1. United Nations
2. Pan American Union
3. Foreign Service
4. Travel Agency
5. Journalism
6. Publishing and Editing
7. Broadcasting
8. Library
9. Science information and research

II **Implementation**

A. The teacher will have the student research the careers involved with a foreign language which are available in the areas listed below. They

should write a job description of at least three careers and should gather information by writing or calling the following places:

1. The United States Army for careers as librarians.
2. The Smithsonian Institute for careers as linguists.
3. The Federal Government for careers as a science information specialist.
4. The American Express Agency and Cook's Tours for careers as clerks with travel experience.
5. The Agency for International Development, The National Security Agency, The Department of Justice, and The Institute of Inter-American Affairs for careers as employees with foreign language skills.
6. The United States Patent Office for careers as translators.
7. The Department of Justice for careers as immigration personnel.
8. The Department of State for careers as escort interpreters.
9. The Department of the Treasury for careers as economists in the Office of international finance.
10. UNESCO for information as a teacher overseas.

III Evaluation

A. The teacher will ask the students the following question: Based upon your experience in gathering information for your research on a career in the field of communications, make a list of ten suggestions you might give to a fellow student who wishes to investigate the career in question.

IV Supplementary Activities

A. For extra-credit: Have the students conduct their own survey, inventory and description of careers involving a foreign language in NASA. This report should be made in writing.

V Background Information for Teachers

A. Consult the general bibliography.

B. Interdisciplinary areas:

1. English - 8th grade, Debating Techniques

PROGRAM II

Unit 12

OBJECTIVE: To introduce the student to career areas in the field of services directly involving foreign languages.

I Activities

A. The teacher will elicit from the students the different careers available in the field of services. He will help the student group them into the six following areas:

1. teaching
2. airlines
3. hotel and management
4. secretaries
5. social worker
6. personal services

Information for the teacher: To supply a variety of approaches, only one of the above areas has been selected for each unit objective in Program II. The teacher may use all or some of these areas for each of the unit objectives of this program, according to their own preferences. The following areas in the field of services have been selected for the unit objectives below:

Objective for Unit 9 - teaching
Objective for Unit 10 - hotel and management
Objective for Unit 11 - secretaries
Objective for Unit 12 - airlines
Objective for Unit 13 - social worker
Objective for Unit 14 - personal services

B. Teaching

1. The teacher will discuss the general requirements for foreign language teaching at the following colleges and universities located in the Long Island area:

   a. Hofstra University
   b. Adelphi College
   c. C.W. Post College
   d. St. John's University
   e. Queens College
   f. Stony Brook University
   g. Molloy College
   h. Long Island University

2. The teacher will introduce the College Requirements for Foreign Language Teaching Form for classification of the requirements in the various colleges and universities for foreign language teaching majors.

3. A guest speaker from the Foreign Language Department of Hofstra University will be invited to talk about the foreign language teaching program and about the entrance requirements for a liberal arts college.

II Implementation

A. The teacher will ask the students to research the requirements for foreign language teaching in at least five colleges or universities of their choice and check them on the College Requirements for Foreign Language Teaching Form.

III Evaluation

A. Have the student act as a counselor for a friend and have him plan a foreign language program for junior and senior high schools

that will prepare his friend in the best possible way for college entrance and a career as a foreign language teacher.

IV Supplementary Activities

A. For extra-credit: The teacher will ask the student to research the requirements needed for international teaching with one of the following organizations:

1. Pan American Union
2. Department of Defense
3. Peace Corps in French speaking Africa and Spanish speaking countries
4. Fullbright Exchange Program

B. For extra-credit: The teacher will arrange for the students to go to an elementary school in the district to present a foreign language lesson to a FLES class.

C. For extra-credit: The teacher will have an advanced student teach a class for one period.

V Background Information for Teachers

A. For requirements for foreign language teaching, consult A Handbook for Guiding Students in Modern Foreign Languages by Ilo Remer, p. 71.

B. For areas in international teaching see Opportunities in Foreign Language Careers by Theodore Huebener.

C. College Requirements for Foreign Language Teaching Form.

D. Interdisciplinary areas:

1. Social Studies - 8th grade, Federal Government, Teaching Abroad.

2. English - 8th grade, Role Playing, Major Goal A, Activity 2.

COLLEGE REQUIREMENTS FOR FOREIGN LANGUAGE TEACHING FORM

School	Number of Credits Needed: For B.A.	In a Foreign Language	In a Second Language	For Teaching FLES	Teaching in Secondary Schools	Number of Hours in Student Teaching: Elementary	Secondary	Proficiency Examination	Comprehensive Examination	Advanced Placement for High School Work

PROGRAM IV

Unit 13

OBJECTIVE: To introduce the student to career areas in the field of services in which a foreign language is helpful or useful.

I Activities

A. Hotel and Management: The teacher will begin by explaining the cultural differences which affect hotel and management in Spain (paradores, Albergues are state owned), and in France (pension de famille opposed to grand hotel). The teacher will also explain the star system for grading restaurants and the differences in meal scheduling and type of meal (petit dejeuner, desayuno).

B. The teacher will have the students imagine they are French or Spanish nationals arriving at a hotel in New York City. They will list all the hotel employees that will deal with them in a foreign language. For example, bellboy, doorman, desk clerk, information clerk, cashier, assistant manager, assistant credit manager, maid, hostess, maitre d'hotel, wine waiter, food waiter, etc. The teacher will give the corresponding French and Spanish equivalents for these occupations.

C. A field trip will be organized to the Holiday Inn in New York, 440 West 57th Street, between 9th and 10th Avenue, Public Relations Office, Mr. Mattis, (212) 581-8100, or to the S.S. France, French Line, 555 Fifth Avenue, New York, N. Y. 10017.

II Implementation

A. The student will interview at least three people working at the Holiday Inn and write a written report on this interview describing their occupation. For this interview they will use the Hotel and Management Interview Form.

III Evaluation

A. The teacher will have the students list the occupations that have to be filled in order to run a French pension de famille, a Spanish albergue, and an American motel similar to the one they visited.

IV Supplementary Activities

A. For extra-credit: With the help of the Red Guide Michelin written for Paris, France and Spain, the student will write a description of at least three hotels in France and Spain.

B. For extra-credit: The student will act out scenes as a French or Spanish national in New York City and order a meal at a restaurant or check in and out at a hotel.

V Background Information for Teachers

A. Red Guide Michelin for Paris, France and Spain.

B. Hotel and Management Interview Form

C. Vocabulary list of occupations in the area of hotel and management.

D. Interdisciplinary areas:

Home Economics - 7th grade, Food Preparation; Restaurant.

HOTEL AND MANAGEMENT FORM

Occupation _____

Responsibilities and Duties _____

_____

Educational Background _____

_____

Special or Vocational Preparation _____

_____

Need of a Foreign Language _____

_____

Working Hours and Conditions _____

_____

Fringe Benefits _____

_____

Advancement Possibilities _____

_____

Union or Non-union _____

VOCABULARY LIST OF OCCUPATIONS IN THE AREA OF HOTEL AND MANAGEMENT

	FRENCH	SPANISH
bell boy	le groom	el botones
doorman	le portier	el portero
porter	le chasseur	el gamapan
desk clerk	le receptionniste	el recepcionista
information clerk	le standardiste	elempleado de incrmación
cashier	le caissier	e cajero
assistant manager	le gérant	l regente auxiliar
assistant-credit manager	le comptable	el regente de crédito
maid	la femme de chambre	le camarera
hostess	la gérante	la mesonera
maitre d'D	le maître d'hotd	el maestresala
wine waiter	le sommelier	el somelier
food waiter	le garcon	el mozo

PROGRAM XI

Unit 14

OBJECTIVE: To acquaint the student with a basic outline for the study of a given occupation in the field of services.

I Activities

A. Secretaries: The teacher will ask the students to interview the school secretaries with the help of the Investigation of Occupation Form. They will make a list of their duties and responsibilities and of their need for a foreign language particularly at examination time.

B. The teacher will elicit from the students the different types of jobs in the secretarial area: file clerk, receptionist, typist, stenographer, office assistant, executive secretary, legal secretary, medical secretary, etc.

C. A guest speaker will be invited; either a teacher from the high school business department or a parent involved in secretarial work in the community who will discuss the duties and responsibilities of a secretary. For example: receiving, sorting and directing the mail, screening callers, being familiar with the filing system, handling petty cash and bank accounts, typing, taking dictation in a foreign language, acting as an interpreter, and translating correspondance.

II Implementation

A. The teacher will have the students look up the Classified Ads in several newspapers and bring to class, mounted on stiff paper, at least five advertisements for bilingual secretaries. This mounted ad will be passed among the students and discussed in class.

III Evaluation

A. The teacher will have the students write an ad for a job as a bilingual secretary including ten of the following qualifications:

1. Knowledge of the foreign language
2. Typing skill - 65 words per minute
3. Stenography - 120 words per minute
4. Experience - 2 years
5. Telephone personality
6. Appearance
7. Attractiveness
8. Phone number
9. Responsibilities
10. Creativity
111. Office skills

IV Supplementary Activities

A. For extra-credit: The students will select ten current newspaper ads for secretaries, five for bilingual secretaries and five for English only secretaries. They will then make a chart comparing the salaries of the two groups.

V Background Information for Teachers

A. Career brief on bilingual secretary in general bibliography.

B. Investigation of Occupation Form given after Unit 4.

C. Interdisciplinary areas:

1. English - 7th, 8th, 9th grades, Business Letters.

2. Home Economics - 8th grade, Appearance; Personal Grooming.

PROGRAM II

Unit 15

OBJECTIVE: To provide an opportunity for the student to observe people at work in the services field.

I Activities

A. Airlines: Using the situation of Americans visiting France or Spain (A-LM Unit 9 Spanish and French), the teacher will elicit from the students a list of jobs connected with the airlines in which the knowledge of a foreign language is useful.

B. The teacher will then distribute a ditto of the attached list of all the occupations grouped under the heading "airlines" in which the knowledge of a foreign language is useful or required. The teacher will show the student how to write an Occupational Fact-Finding From for one of the occupations listed. For this the teacher will consult the Science Research Associates (SRA) Occupational Exploration Kit.

C. The teacher will take the class to Kennedy Airport to observe first-hand people at work in the area of "airlines". A guided tour can be arranged with Pan American World Airways, Inc., Hangar 14, John F. Kennedy Airport, Jamaica, New York 11430, or a call can be made to Mrs. Susan Martin at (212) 632-5410. Notes will be taken by the students on the activities of the people at work, and these notes will used later in class.

II Implementation

A. The teacher will ask the student to research and report on two occupations listed on the ditto concerning the occupations in the area of "airlines". Two Occupational Fact-Finding Froms will be completed with the help of the Science Research Associates Kit located in the Guidance Department.

III Evaluation

A. Each student will either make a poster or write a newspaper ad for an airline career that requires knowledge of a foreign language. This work will be based on one of the jobs they observed.

IV Supplementary Activities

A. For extra-credit: The student will act either as a steward or stewardess and give instructions in the foreign language to passengers.

V Background Information for Teacher

A. List of occupations in the field or "airlines" that require various degrees of knowledge of a foreign language. (attached)

B. Occupational Fact-Finding Form (attached)

C. Science Research Associates Occupation Exploration Kit located in the Guidance Department.

D. Interdisciplinary areas:

1. Home Economics - 8th grade, Clothing; Grooming on the Job.

OCCUPATIONS IN THE AIRLINES FIELD REQUIRING VARIOUS DEGREES OF KNOWLEDGE OF A FOREIGN LANGUAGE

AIRLINES

1. hostess
2. steward - stewardess
3. managers, airport
4. pilot, airline
5. first officers
6. flight engineers (or attendant)
7. pursers (in charge of stewards and hostesses)
8. reservation/sales personnel
9. tour specialists
10. secretaries/clerk/stenographers
11. passenger relations agent
12. transportation agents
13. management personnel
14. traffic representative
15. ground hostess
16. operations representatives
17. traveling auditors
18. information agent
19. statistics research
20. junior sales representative
21. senior sales representative
22. ticket agent
23. air traffic manager - air shipments
24. foreign traffic manager
25. traffic agents and clerks, airline
26. traffic controllers, air

OCCUPATIONAL FACT-FINDING FORM

1. Education - Check one:

	High School or equivalent		Special training
	some college		college degree

2. Courses needed in High School:
Check one or more:

	English		Science
	Mathematics		Social Studies
	Foreign Lang.		Home Economics
	Typing		Industrial Arts
	Stenography		Art
	Business		Humanities
	Other: specify		

3. Major field in college:

_____

4. Location of job:

_____

5. Special requirements

_____

_____

_____

6. Approximate earnings - Check one:

	$5000-$8000		$11,000-13,000
	8000-11,000		13,000 or above

7. Work conditions:

_____

_____

8. Advancement possibilities:

_____

_____

_____

9. Job availability in the future:

_____

_____

_____

Program II

Unit 16

OBJECTIVE: To provide for the students an experience in trying out a job in the services field.

I Activities

A. Social Work: The teacher will present the following case study to the students. The D's (DuPont, Diaz) arrived from Haiti or Puerto Rico three months ago. Today is the first visit of the family to the Family Service Agency. Mr. D. is accompanied by two of his three children. Mrs. D. is explaining that his situation is quite desperate because, with his wife in the hospital and Pedro or Pierre in need of a lawyer, he cannot make ends meet with the salary he gets as a dishwasher in a restaurant. His youngest son, Jose or Joseph, is three years old and is being looked after by his sister, Marie or Maria, who is eight years old and has had to miss school ever since the mother's hospitalization in order to be the housekeeper for the family. Now the oldest son Pedro or Pierre, arrested for trying to steal a bicycle, must get an attorney. To make matters worse, the landlord is threatening to evict the family unless the rent for the past two months is paid.

B. The teacher will now ask the student to act as a family case worker and perform the following tasks:

1. Secure information from the family concerning physical, financial and psychological facts.

2. Direct the family to the proper agencies for help: the Welfare Agency for financial, medical and housing assistance; Day Care Center for Jose, Joseph; Homemaker Care for family care; Legal Aid Society for legal assistance for Pedro, Pierre.

3. Counsel Mr. D. for making plans to learn English at night so that he might improve his job potential.

C. A guest speaker from a local Social Agency will be invited to address the class, discuss the requirements necessary to become a social worker, and explain the different aspects of the job. (See the list of local agencies attached).

II Implementation

A. The teacher will ask the students to compile a record of the case presented in class for the case worker's files. This compilation should include a medical report on the mother, an employment report on the father, a school report on the daughter, a legal report on the oldest son and a list of all the agencies the family was referred to.

III Evaluation

A. The teacher will evaluate the unit objective from the student's record of the case presented in class and from the case worker's file done in the implementation section.

IV Supplementary Activities

A. For extra-credit: The teacher will ask the students to call the Holly Paterson Home for the Aged on Jerusalem Avenue, Uniondale, New York 11553, (516) 292-4000, and offer to do volunteer work preferably for persons of French or Spanish origin.

V Background Information for Teachers

A. List of the social agencies. (attached)

B. List of occupations in the social service area:

1. Nurses
2. Field Directors
3. Recreation Leaders
4. Public Health Workers

This list involves a knowledge of a foreign language and is valid both for government agencies at the national and local levels, and non-governmental agencies such as the Red Cross, American Friends Service Committee, YMCA, YWCA, Church missions, etc.

C. See job descriptions from Vol. I of the Dictionary of Occupational Titles, p. 101.

D. Interdisciplinary areas:

1. English - 8th grade, Writing Reports. Major Goal C, Activity 2.

2. English - 7th grade, Biographical Sketches, Major Goal A, Activity 1.

3. Social Studies - 8th grade, Economic Expansion: Social Workers.

4. Home Economics - 8th grade, The Care of the Child and the Teenager.

LIST OF LOCAL SOCIAL SERVICE AGENCIES

	Telephone
**Public Assistance Information 100 Main Street Hempstead, New York 11550	(516) 481-2864
Social Service Public Assistance	(516) 535-2200
Holly A. Paterson Home	(516) 292-4800
Meadowbrook Gardens Services for the Aging 750 Jerusalem Avenue Uniondale, New York 11553	(516) 538-5050
**Mid-Nassau Guidance Center Hicksville, New York	(516) 935-5100
Catholic Interracial Council of Long Island Garden City, New York 11530	(516) 292-0087
**New York State - Division of Parole Department of Correction - Hempstead Harry Feldman - Director Sol Ehrenprice - Parole Officer	(516) 485-3660

**These agencies have been contacted and are willing to provide guest speakers.

PROGRAM II

Unit 17

OBJECTIVE: To acquaint the student with further preparation in the services field.

I Activities

A. Personal Services: The teacher will begin by discussing with the students the desirability of a strong foreign language background in the personal services field. Some of the occupations are as follows: physician (30% of all United States doctors study abroad), lawyer, accountant, pharmacist, dentist and chiropractor whose clients are non-English speaking, and clergyman whose congregation might include non-English speakers.

B. The teacher will then make a survey of parents of the students in the class and compile a list of those parents whose occupations deal in personal services.

C. Two or three of these parents will be invited as guest speakers to discuss with the class the preparation needed beyond college for advancement in their chosen field.

II Implementation

A. The teacher will ask the student to complete an Occupational Perspective Form on a career of their choice in the personal services field. The student will consult the Dictionary of Occupational Titles for assistance in completing his work.

III Evaluation

A. The teacher will ask the following question to be answered by the student in a paragraph: What further preparation beyond college is needed to become a doctor or a lawyer?

IV Supplementary Activities

A. For extra-credit: The teacher will ask the students to make believe they are in court handling Pedro or Pierre's case for petty larceny. They are in Juvenile Court and will take the various roles of prosecutor, judge or lawyer. (Pedro or Pierre does not speak English and will have to rely on his lawyer's ability to speak a foreign language).

B. For extra-credit: The student will research the different specializations in the field of personnel services such as medicine, law, etc., that require knowledge of a foreign language.

V Background Information for Teachers

A. Occupational Perspective Form (Unit 7)

B. General Bibliography

C. Interdisciplinary areas:

1. English - 8th grade, Composition. Major Goal C, Activity 6.

PROGRAM III

Unit 18

OBJECTIVE: To review for the student the world of work in the field of services.

I **Activities**

A. Starting with the menus printed in the textbook (A-LM, Level Two, French p. 214, Spanish p. 207), the teacher will elicit from the students a list of the people involved in a restaurant career and in a broader sense in the hotel and management services field.

B. The teacher will then present to the students the Occupational Summary Profile Form and ask them to check the knowledge and interest needed for careers in the hotel and management services field as they are listed under activity B of Unit 10.

II **Implementation**

A. The students will list on the top of the Occupational Summary Profile Form at least one career for each of the six services areas studied in Program II: teaching, airlines, hotel and management, secretaries, social work, and personal services. The students will evaluate these careers as to the knowledge and interest needed for success in these occupations.

III **Evaluation**

A. The teacher will ask the students to do the following: Based upon your experience in gathering information for your research in careers, write a resume for a job application

for a career of your choice in the field of services stating the knowledge and skills that would qualify you perfectly for this job.

IV Supplementary Activities

A. For extra-credit: With the help of the Occupational Summary Profile Form, the student will profile himself with pluses and minuses as to his knowledge and interest for a career of his choice in the field of services. He will then add his pluses as a personal rating. A good score would be 75% or 15 pluses. This extra-credit activity should be done by all students and added to their career folders.

V Background Information for Teachers

A. Occupational Summary Profile Form (attached)

B. Unit 10 of Program II

C. General Bibliography

D. Interdisciplinary areas:

1. English - 9th grade, Research and Analysis. Major Goal C, Activity 3.

2. Home Economics - 9th grade, Adolescents, Peers, and Parents; Personality.

OCCUPATIONAL SUMMARY PROFILE FORM

	JOB	JOB	JOB	JOB	JOB	JOB	JOB	JOB
ACADEMIC KNOWLEDGE								
1. Math								
2. Science								
3. Social Studies								
4. Foreign Language								
5. English								
6. Art								
7. Home Economics								
8. Business								
INTERESTS								
9. Working with people								
10. Creativity								
11. Assume responsibility								
12. Working with things								
13. Outdoor								
14. Artistic								
15. Working indoors								
16. Solving problems								
17. Work under pressure								
18. Physical								
19. Directed Work								
20. Travel								

PROGRAM III

Unit 19

OBJECTIVE: To introduce the student to career areas in the field of marketing in which a foreign language is either directly involved or is helpful or useful.

I Activities

A. Using as a starting point any ad from an American concern printed in a French or Spanish magazine, the students and teachers will discuss the marketing field abroad and discover the importance of knowing a foreign language in the area of international trade.

B. The teacher will then list at the board the three major areas in international trade: private business, (1/3 of all trade with Canada, 1/3 with Latin America, 1/3 with Europe), banking and investing, and market analysis. The teacher will then ask the students to group some American concerns trading abroad under the appropriate heading.

C. The teacher will elicit from the student a profile of the type of person required for a job in executive and managerial positions in American firms selling abroad. The following is a guide for the profiles:

The person should be able to:

1. make decisions
2. communicate in the foreign language
3. understand the cultural and business practices of the people in the foreign country
4. conduct business according to international regulations

5. Assume the following duties:
   a. public relations
   b. advertising
   c. marketing research and sales promotion
   d. diplomatic work with government officials
   e. accounting

II Implementation

A. The student will list in order of importance the following ten qualifications needed to become a successful export manager for the Pepsi-Cola firm in Paris or Madrid:

1. appearance
2. knowledge of international trade
3. knowledge of export trade
4. knowledge of banking
5. knowledge of a foreign language
6. willingness to reside abroad
7. knowledge of French or Spanish business and culture practices
8. ability for public speaking
9. ability for writing business correspondence
10. knowledge of United States in the product field

III Evaluation

A. The teacher will give the students the following list of overseas operations and ask them to research the names of at least two American companies involved in international trade: petroleum, general manufacturing, mining, shipping, banking, food processing, motion picture distributors, other import-export concerns.

IV Supplementary Activities

A. For extra-credit: The student will write to at least one company involved in international

trade and ask the company for a list of positions that directly require knowledge of a foreign language and a list of positions in which knowledge of a foreign language would be helpful or useful.

B. For extra-credit: The student will write to one of the schools on the attached list which prepares men and women for high level positions abroad requesting their latest placement listing of their graduates and of companies which employed them. The student will then give an oral report on the response to the class and place the written answer in his career folder.

V Background Information for Teachers

A. Chapter 5 in Theodore Hueboner, Opportunities in Foreign Language Careers.

B. University of Detroit publication, Foreign Language Occupations, pp. 6-7.

C. Current issue of "Export Trade" magazine and its annual Directory of Foreign Publications.

D. List of schools preparing people for foreign trade (attached).

E. Interdisciplinary areas:

1. Social Studies - 8th grade, The Age of Jackson: Land Development Projects Abroad.

SCHOOLS PREPARING PEOPLE FOR FOREIGN TRADE

	TELEPHONE
1. Bernard M. Baruch College Evening and Extension Division 17 Lexington Avenue New York, N. Y. 10010	(212) OR 3-8585
2. Latin American Institute 292 Madison Avenue New York, N. Y. 10017	(212) 532-6073
3. Long Island University Evening and Continuing Education Division The Brooklyn Center Brooklyn, New York 11201	(212) 834-6022
4. New York University School of Continuing Education 1 Fifth Avenue New York, N. Y. 10003	(212) 598-2105
5. School of World Trade 11 Broadway New York, N. Y. 10004	(212) WH 4-0326

PROGRAM XII

Unit 20

OBJECTIVE: To acquaint the student with a basic outline for the study of a given occupation in the field of marketing.

I Activities

A. Foreign Market Consultant: The teacher will arrange for a guest speaker from International Research Association, Inc., 1270 Avenue of the Americas, New York, N.Y. (212) LT 1-8010, Ms. June Christ. This guest speaker will explain the following: a research market consultant, when requested to do a study in a foreign market, will send a bilingual specialist to the foreign country who will do research on sales of similar products in the country, make a collection of statistics on the product, to investigate expenses, study legal implications involved with the sale of the product and the feasibility of manufacturing abroad.

At the same time, an affiliate company in the foreign country will do research on the feasibility of selling the product, in advertisement, cost of the product and consumer research (sampling of prospective buyers and nationalistic feelings about the product).

B. The teacher will bring the class to the library or Guidance Office to consult the Dictionary of Occupational Titles (D.O.T.), the Occupational Exploration Kit (O.E.K.), the Occupational Outlook Handbook and the Occupational Educational Offerings. The teacher and students will compose a job profile on the career of foreign research market analyst using the following as a guide:

1. research conditions for sale of a product or service

2. examines and analyzes statistical data on past sales, wholesale and retail trade trends
3. gathers data on competitors
4. analyzes prices, sales and methods of operation
5. collects data on buying habits and preferences of prospective buyers in the foreign country

II Implementation

A. The class will be divided into groups. Each group will be asked to research and write a job profile on one of the following occupations involved in the foreign market trade: industrial analyst, economic analyst, financial economist, international trade economist and commodity industry analyst (rubber, textile, steel, farm machinery etc.).

III Evaluation

A. The different groups will present their job profile analysis in the foreign market trade to the class and written copies of these will be dittoed to be kept in the student's career folders. They will be evaluated as to the completeness and the appropriateness of their presentation.

IV Supplementary Activities

A. For extra-credit: The student will write to one of several of the foreign market consultants on the attached list to obtain information regarding the different types of jobs available in the foreign market consultant field and the degree of knowledge of a foreign language needed in these occupations.

V Background Information for Teachers

A. List of foreign market consultants (attached).

FOREIGN MARKET CONSULTANTS

	TELEPHONE
1. Bergner International Corp. 855 Avenue of the Americas New York, N. Y.	(212) LO-5-3715
2. Conway Associates International, Inc. 109 East 42nd Street New York, N. Y.	(212) 687-0175
3. Harris Louis and Associates, Inc. 1 Rockefeller Plaza New York, N. Y.	(212) CI-5-7414
4. Intermark International, Inc. 866 Union Place New York, N. Y.	(212) 593-3150
5. U.S. Media International Corp. 375 Park Avenue New York, N. Y.	(212) 758-1332
6. Milton Edward and Association 36 West 44th Street New York, N. Y.	(212) MU-2-3276
7. International Resources Feasibility, Inc. 665 Fifth Avenue New York, N. Y.	(212) 755-7870
8. International Marketers, Inc. 107 East 38th Street New York, N. Y.	(212) 532-8454
9. International Research Associates, Inc. 1270 Avenue of the Americas New York, N. Y.	(212) LT-1-2010

PROGRAM III

Unit 21

OBJECTIVE: To provide an opportunity for the student to observe people at work in the marketing field.

I **Activities**

A. Starting with the ads for vacations printed in the textbook (A-LM, Level Two, French II, page 105; Spanish II, page 151), the teacher will ask the student how they will convert American money into French francs or Spanish pesetas for a trip abroad.

B. The teacher will then discuss with the student the types of occupations in banking and investment that are directly involved with knowledge of a foreign language. For example, foreign collection clerk, foreign exchange clerk, foreign exchange code and test clerk, foreign exchange letters of credit issuer, and foreign exchange trader in international banking. The teacher will then divide the class into groups and ask each group to do research and write a job description for each one of the above occupations by taking them to the library or Guidance Department where the career files are kept.

C. A field trip will be arranged to the Manufacturer. Hanover Trust Company, 4 New York Plaza, New York, N.Y. Call Mr. Robert J. Samuels, Assistant Secretary, (212) 350-3109 and request a visit to the Foreign Collection and Foreign Exchange Department of the bank. (Ask for the specific names of the sections in this department to enable the students to report on them later in class.

II Implementation

A. The teacher will ask the student to check the current rate of exchange for the American dollar in five different currencies. This can be done by having them check the New York Times business section, the Wall Street Journal, or by calling local banks.

B. The student groups that visited the bank will report on the department they observed to the class.

III Evaluation

A. The teacher will ask the student the following question: How much does a share of Credit Lyonnais or SEAT cost this week and how much would 253 shares cost in francs or pesetas?

IV Supplementary Activities

A. For extra-credit: The student will write a job description on one of the occupations they observed during their visit to Manufacturers Hanover Trust that was directly involved with foreign languages.

V Background Information for Teachers

A. Business section of the New York Times and Wall Street Journal.

B. General Bibliography

PROGRAM III

Unit 22

OBJECTIVE: To provide for the students an experience in trying out a job in the marketing field

I **Activities**

A. A guest speaker, Mrs. Carol Werner, 1485 Rose Lane, East Meadow, (516) 489-5445, importer of French blades for knives, will be contacted for a presentation on how to import an item from a foreign country.

B. With this background in mind, the teacher will divide the class into two groups: the American importers and the French or Spanish exporters. The students will then pair off, one being the importer and the other the exporter, while the teacher will act as a representative of the customs office and post office. The two students will exchange letters attempting to arrange the importation of French wine and Spanish shoes. The following are the key steps to be covered by mail:

1. A letter and answer requesting information on quotas for the product, price quoted in francs or pesetas, discount, if any (often 2% on payment within 30 days), shipping (C.I.F. or C.A.F. corresponding to American and Spanish F.O.B., that is, shipping is prepaid up to a specific point).

2. A letter and answer to an American bank, with branches in Paris or Madrid, requesting a letter of credit from the bank.

3. A letter of collection from the exporter to the bank and from the bank to the exporter to request payment for the shipment.

4. A letter from the importer to a custom house broker in New York requesting his services.

5. A letter from the broker to the importer stating his fee and the amount of duty he had to pay to release the goods from the customs office.

6. A letter from the exporter acknowledging payment.

II Implementation

A. The students will write the necessary letters as outlined in the activities section.

III Evaluation

A. Have the students draw up a list of the steps that have to be taken to import a foreign product.

IV Supplementary Activities

A. For extra-credit: The student will write a job description of two of the different occupations involving a foreign language in the customs field. Some occupations are: customs clerk, customs agent, customs foreign trade officer, customs house broker, customs inspector, customs examiner. These jobs descriptions will be placed in their career folders.

V Background Information for Teachers

A. List of Customs House Brokers

B. General Bibliography

C. Interdisciplinary areas:

1. English - 9th grade, Composition. Major Goal C.

2. English - 9th grade, Role Playing. Major Goal A, Activity 2.

3. Mathematics - 7th, 8th grades, Ratio and Proportions.

CUSTOM HOUSE BROKERS

	TELEPHONE
1. Custom House Broker ABC International, Inc. 1 World Trade Center New York, N. Y.	(212) 432-0660
2. Advance Shipping Co., Inc. 11 Broadway New York, N. Y. 10004	(212) 269-2581
3. Thor Air Freight Corp. 142-50 Rockaway Blvd. Ozone Park, New York	(212) 322-7550
4. International Customs Services, Inc. 17 Battery Place New York, N. Y.	(212) 248-6410
5. Endicott Overseas Express, Inc. 555 West 33rd Street New York, N. Y.	(212) LO-9-1234

PROGRAM III

Unit 23

OBJECTIVE: To acquaint the student with facilities for further preparation in the marketing field.

I. Activities

A. The teacher will distribute the Occupational Perspective Form which sums up data on a given occupation.

B. The class will be divided into three groups. Each group will complete two Occupational Perspective Forms (Program I, Unit 7 for each of the areas of the marketing field, private business in export-import, banking and investing and international market research consultant.

C. Based on these forms, the student will make a survey of the type of experience and educational preparation necessary in this field. They will recognize that employment in international trade requires not only experience but also a high degree of advanced training.

II. Implementation

A. The student will be asked to consult college and school catalogues and the career information materials available in the library and the Guidance Department, to find the type of degree granted beyond the college degree which would be necessary for advanced employment in a career of his choice in the marketing field.

B. The students will then compile a list of colleges and business schools which offer an advanced degree in the field of marketing, research services, and international trade. This list will be placed in the student's career folder.

III Evaluation

A. The student will select a career in the field of marketing. He will then list the educational background necessary to secure a position in this field. This background information should include high school preparation and college requirements.

IV Supplementary Activities

A. For extra-credit: The student will write to one of the firms already mentioned in the field of marketing requesting information about the educational requirements necessary to be eligible for employment. With this information, he will then try to locate the college or school which will best prepare him for his chosen career.

V Background Information for Teachers

A. Occupational Perspective Form (Unit 7)

B. College and business school catalogues in the Guidance Department.

C. Theodore Huebener, Opportunities in Foreign Language Careers, pp. 62-63.

D. Interdisciplinary areas:

1. English - 9th grade, Composition. Major Goal A.

2. English - 9th grade, Resource and Reference Materials. Major Goal C, Activity 1.

PROGRAM III

Unit 24

OBJECTIVE: To determine at the end of the three-year program the student's growth in awareness of careers involving knowledge of a foreign language.

I Activities

A. The teacher will distribute to the students the Exploration of Career Opportunities (ECO) for an evaluation of their own growth over the last three years, in awareness of careers involving knowledge of a foreign language in the field of communications, services, and marketing.

B. The teacher will explain that this form is composed of four parts. Part One is an evaluation of the knowledge acquired on the types of careers available in the three areas mentioned above. Part Two is an evaluation of the knowledge acquired about the preparation needed for occupations in the three areas. Part Three is an evaluation of the knowledge acquired about the sources of information available to the students concerning a possible career. Part Four is their evaluation of the program over the last three years.

II Implementation

A. The student will complete the ECO form which will be collected by the teacher. The teacher will then give each student his ECO form from the 7th grade, which has been kept in his career folder. The student will then correct his ECO 7th grade, not counting the "Not Sure" column and compute his score (number correct multiplied by two equals the % accuracy). After collecting the

ECO form, the teacher will return to the student his ECO 9th grade form and ask him to correct them and compute his score in the same manner. The difference in % accuracy will show the student his growth in career awareness involving knowledge of a foreign language. Both ECO forms should be kept in the student's career folder.

III Evaluation

A. From the two ECO scores, the teacher will record for each student the growth in terms of % in the following categories:

1. knowledge acquired in careers requiring knowledge of a foreign language
2. knowledge required in preparation for such careers
3. knowledge acquired in bibliographical and resource materials.

IV Background Information for Teachers

A. Exploration of Career Opportunities Form II.

EXPLORATION OF CAREER OPPORTUNITIES
FORM II

Name _____ School _____

Grade _____ Date _____

I. In the following diagram, specify whether each occupation listed belongs to the field of COMMUNICATIONS, MARKETING, or SERVICE by placing a check mark (✓) in the appropriate column. If you are not sure of the meaning of the word or do not know, place a check mark in the NOT SURE column.

	COMMUN.	SERV.	MKTING.	NOT SURE
1. Journalist				
2. Export traffic manager				
3. Teacher				
4. Purser				
5. Editor				
6. Import-export				
7. Social Worker				
8. International trade trainer				
9. Secretary				
10. Interpreter				
11. Tour Guide				
12. Radio broadcaster				
13. Hotel Doorman				
14. Librarian				
15. Couturier				
16. Doctor				
17. Science Research specialist				
18. Foreign Market Analyst				
19. Hotel Manager				
20. Translator				
21. Customs inspector				
22. Parole officer				
23. Legal Secretary				
24. International business consultant				
25. Airline Hostess				

II The following careers require knowledge of a foreign language. In addition, they require knowledge of a particular discipline. Place a check mark ( ) in the subject area column (Math, Science, etc.) which one will need in order to be successful in the occupations listed below:

	ENGLISH	SOCIAL STUDIES	SCIENCE	MATH	NOT SURE
1. Flight Engineer					
2. Peace Corps member					
3. Precis writer					
4. Foreign Advertising analyst					
5. UN typist					
6. Airline Pilot					
7. Actress					
8. Foreign correspondent					
9. Associate Press Copywriter					
10. Passenger Relations Agent					
11. Library Cataloger					
12. Freight Fowarder					
13. International Market Teacher					
14. Ambassador					
15. Science Research Analyst					
16. International banking exec.					
17. Missionary					
18. Foreign sales represent.					
19. Buyer for Woolworth					
20. Import-export bookkeeper					

III Each of the following questions or statements is followed by three choices, each representing a source of information. Select the letter which you feel is the best choice and write it in the provided space.

1. If you know that you are interested in working with "people", "things" or "numbers" but do not know what occupations fall into these three categories, the best source of information would be:

   A. The Dictionary of Occupational Titles
   B. A college catalog
   C. A friend 1. _____

2. If you want to get specific information on the description of an occupation, how to prepare for it and what the employment opportunities for it are in Nassau and Suffolk, the best source is:

   A. A person in that occupation
   B. The Vogue Book
   C. An employment agency 2. _____

3. If you are interested in a career (for example, Engineering) and want to investigate the requirements and the subdivisions of this career (example mechanical engineering, electrical engineering), what would be the best thing to do?

   A. Look in the Occupational Outlook Handbook
   B. Look in The New York Times classified section
   C. Ask your teacher 3. _____

4. You have chosen an occupation. The best source of information about the job description, its requirements, training, future opportunities, the way to enter it, etc is:

   A. The current Almanac
   B. The encyclopedia
   C. The Occupational Exploration Kit 4. _____

5. In order to find information on further preparation beyond a College degree, the best place a person should consult is is:

   A. Guidance
   B. The library
   C. The teacher 5. _____

IV **EVALUATION:** Answer the following question briefly, expressing your opinion of the program.

1. You have been exposed for the last three years to many occupations related to a Foreign Language in the major fields of COMMUNICATIONS, SERVICE, and MARKETING. In at least 100 words, write what you gained from it.

2. Make any suggestions on how the program can be more helpful to other students.

3. Do you feel the program was useful? Explain.

FIELD TRIPS

1. United Nations

   French delegation is located at 4 East 79th Street, New York, N.Y.

   Write for an appointment with a French diplomat and then reserve a room at the United Nations by contacting the visitor's service.

   Confirm arrangements with French Delegation

   Telephone: (212) RE - 4-6051

2. New York Times
   229 West 43rd. Street
   New York, N.Y.
   Telephone: (212) 556-1234 extension 1310

3. El Diario-La Prensa
   181 Hudson Street
   New York, N.Y.
   Telephone: (212) 966-3400

4. Holiday Inn
   440 West 57th Street
   New York, N.Y.
   Telephone: (212) 581-8100

5. SS France, French Line
   555 Fifth Avenue
   New York, N.Y.
   Telephone: (212) 883-7000

6. Kennedy Airport - Pan American World Airways
   Hangar 14 - John F. Kennedy
   Jamaica, New York 11430
   Telephone (212) 632-5410

7. Manufacturers Hanover Trust Co.
   4 New York Plaza
   New York, N.Y.
   Telephone: (212) 350-3109

8. Foreign Consulate
   See list in Unit 9 for Consulates of French and Spanish speaking countries.

9. Hofstra University
   Dean of Students - 560-3221
   Ambassadorship Program

BACKGROUND INFORMATION PACKET

Each teacher who will implement the foreign language career awareness program will be supplied with a Background Information Packet. This Background Information Packet consists of copies of the following materials:

1. Careers, Inc. Career Brief: Bilingual Secretary. Largo, Florida: Careers, Inc., 1967.

2. Department of Languages and Linguistics of the University of Detroit. Foreign Language Occupations. n.p., n.d. (Mimeographed.)

3. Hardesty, Richard T. Translating Foreign Language Into Careers. Indiana Language Program, Bloomington: Indiana University, 1964.

4. Inhoff, Paul G. "Major in Foreign Languages an Related Areas." n.p., (1971). (Mimeographed.)

BIBLIOGRAPHY

The following sources were consulted in the preparation of the foreign language career awareness program. Copies of these documents will be on file in the library of each secondary school in the district.

Careers, Inc. Career Brief: Bilingual Secretary. Largo, Florida: Careers, Inc. 1967.

Department of Languages and Linguistics of the University of Detroit. Foreign Language Occupations. n.p., n.d. (Mimeographed)

Froning, Dorothy. "Vocational Opportunities for the Foreign Language Major". Wichita State University, Foreign Language Summary, 6, No. 2, November 1971.

Hardesty, Richard T. Translating Foreign Language Into Careers. Indiana Language Program, Bloomington: Indiana University, 1964.

Huebener, Theodore. Opportunities in Foreign Language Careers. New York: Vocational Guidance Manuals, 1964.

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Kettelkamp, Gilbert C. "Vocational Opportunities for Foreign Language Students". Modern Language Journal, Long Island, March 1967, pp. 135-160

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Remer, Ilo. A Handbook for Guiding Students in Modern Foreign Languages. United States Government Printing Office, Washington, D.C., 1963.

Wellemeyer, John F., and Kirkpatrick, Jeane J. Resurvey of Foreign Language Needs of Selected Federal Agencies. R Street, N.W., Washington, D.C. 20008, 1961.

* This article was extremely helpful in developing the format of our project.